Purpose
This course addresses the relationship among language, literacy, and academic functioning. Emphasis will be placed on dynamic and authentic language assessment and on functional language intervention contexts and strategies. Students will learn how to evaluate narrative and expository text comprehension and production. They will make assessment and intervention decisions, adapt curricular and text demands to fit children’s needs, implement strategies to support language learning, and decide how to teach vocabulary and facilitate grammatical rule use. In addition to understanding how to facilitate language in context, students will learn how to teach language and literacy skills in systematic and meaningful ways.

Learning Outcomes
Upon completion of the course, 679 students will be able to:

1. Analyze curricular task demands and make curriculum-based assessment decisions

Objective/s
Make dynamic assessment decisions
Assess match between demands of a curricular task and language abilities of a student
Identify advantages and disadvantages of formal and informal assessments (explain uses and misuses)
Analyze tools and tasks for assessing language skills
Set functional curriculum-based objectives for individual children

ASHA Standards addressed
IIIB; IIC; IIIG; IID, IVB

2. Implement and reflect on collaborative processes and strategies

Objective/s
Analyze and reflect on the collaborative process and strategies
Identify strengths and weaknesses of various service delivery systems

ASHA Standards
IIE; IID; IIIG
3. Analyze and support instructional discourse exchanges

Objective/s
Analyze an instructional exchange
Plan to orchestrate a discussion about a text, decide how to support turn taking
Implement strategies to deepen knowledge and support comprehension within instructional exchanges (manipulate context, content, and text variables)

Standards

ASHA: IIIC and D

4. Support comprehension and production of narrative texts

Objectives
Analyze children’s narrative performance, set goals, and plan to support narrative comprehension and production

Standard

ASHA: IIID

5. Support comprehension and production of expository texts

Objective/s
Analyze the demands of curricular texts
Decide how to support children’s understanding of expository texts
Map texts

Standard

ASHA: IIID

6. Facilitate and teach language and literacy rules (vocabulary, grammar, phonological awareness)

Objectives
Decide how to integrate literacy with oral language objectives and instruction
Plan appropriate lessons to teach and support vocabulary, concept knowledge, and grammatical rule production
Create plans to teach phonological awareness or phonic rules
Map concepts
Standard

ASHA: IIID and IVB

7. Plan a thematic, integrated unit

Objectives
Plan an integrated curricular unit
Adapt texts, select activities, and determine strategies for supporting content learning and text comprehension

Standard

ASHA: IIID, IVB

Assignments: 100 points

In class quizzes: 5

Analyze turn taking and plan to orchestrate an instructional exchange: 10 points

Conduct a narrative analysis and plan a lesson to support story comprehension and generation: 15 points

Analyze an expository text and plan a lesson to support comprehension: 15 points

Plan to teach a language rule: 10 points

Reflect on the collaborative process: 5 points

Plan a thematic, integrated unit: 40 points

Grading (% of points earned on a 100-point scale)
A final course grade will be determined based on the following scale and point values for individual assignments:
Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Accessibility Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Texts and Readings

Merritt, D. and Culatta, B. (1998), Language Intervention in the classroom, Singular Publishing Group


Utah State Core Curriculum:

http://www.usoe.k12.ut.us/curr/lang_art/elem/core/NewCore.htm

http://www.usoe.k12.ut.us/curr/main/contentareas.htm

Number the Stars, Chapter 5

Sign of the Beaver

Woodsong
ASLP 679: Language Disorders in School-Age Children

Lecture Schedule
Tuesday and Thursdays; 3:00 to 5:30; Spring, 2008

1. T April 29

*Nature of LLD and language impairment*
Persistent and changing nature of LLD
Nature of discourse/texts and curricular/classroom demands
The relationship among language, reading, and academic functioning

*The collaborative process and service delivery models*
The dynamics of collaboration; page 49 to 66
The problem solving process; page 66 to 72
Intervention models 72 to 92

Readings:
Chapter 1, Language and School Success; pages 3 and 4; 14 to 29
Chapter 2, Collaborative Partnerships and Decision Making

2. Th May 1

*Assessment*
Traditional assessment
Curriculum-based and dynamic assessment
Response to Intervention (RTI)

Readings: Chapter 3, Dynamic Assessment
Curricular-based objectives; page 47 to 49
Response to Intervention article

3. T May 6

*Assessment*
Objective setting
Analysis of discourse styles (IRE, conversational) and interactions

4. Th May 8

*Instructional discourse*
Nature of instructional discourse
Using instructional discourse to support comprehension
Orchestrating and scaffolding discussions
Readings: Instructional Discourse a Framework for Learning; Chapter 4

5. T May 13

*Instructional discourse: Supporting text comprehension (Chapter 5)*
Manipulating texts (organization, genre, content)
Manipulating contexts
Making connections: implicit to explicit; concrete to abstract; here and now to there and then; content to organization; content to emotions and experiences
Asking the right questions and making relevant comments

Readings: Chapter 5, Enhancing Comprehension of Discourse

6. Th May 15

*Narrative text comprehension and production*
Analysis of narrative text demands
Assessment of narrative comprehension and production
Facilitating narrative text comprehension and production

Readings: Chapter 7 (Narratives: Implementing a Discourse Framework); Table 6-2 (Cohesive Devices); page 227 in Chapter 6

7. T May 20

*Narrative text comprehension and generation*
Supporting inferencing

Readings: Chapter 7

Due: instructional discourse assignment (analyze and plan an instructional exchange)

8. Th May 22

*Expository text comprehension and generation*
Nature of narrative versus expository texts
Differences in text structure and conceptual demands
Analysis of expository text demands
Assessment of expository comprehension and production
Retelling, mapping and representing expository texts
Readings: Chapter 6, Expository Text Comprehension

9. T May 27

Expository text comprehension and generation
Manipulate factors influencing performance
Highlight text structure and connections
Activate prior knowledge
Embed content across contexts (plan an integrated unit)

Readings: Chapter 6, Expository Text Comprehension; Chapter 10, Planning a Collaborative Thematic Unit

Due: narrative assignment (conduct narrative analysis and plan to support comprehension and production)

10. Th May 29

Written texts
Model and support text generation
Engage students in process writing

11. T June 3

Vocabulary and concept knowledge
Nature of vocabulary and conceptual knowledge
Assessing semantic knowledge and vocabulary/concepts
Facilitating vocabulary learning within instruction
Explicitly teaching language rules (comprehension and production)

Readings: Bringing Words to Life (selected pages)

Due: Expository assignment (analyze expository texts and create a plan to support comprehension)

12. Th June 5

Grammatical rule knowledge
Discourse functions of grammatical forms and constructions
Analysis and objective setting
Grammatical intervention and word retrieval
Sentence combining

13. T June 10

*Literacy instruction/intervention*
The relationship between language and literacy
The literacy components
Phonological and phoneme awareness

Readings: Chapter 9 (Language and Reading)

14. Th June 12 --- last day of class

*Literacy instruction*
Teaching phonological awareness and phonics skills
Supporting reading comprehension and fluency

Due: Vocabulary assignment (plan to teach language rules)

15. T June 17 – exam preparation day

16. June 18 – exam due
Integrative unit plan – 40 points
Reflection on the collaborative process - 5

Readings: Chapter 10: Planning a Collaborative Thematic Unit
Assignments and Due Dates
ASLP 679: Language Disorders in School-Age Children
Tuesday and Thursday; 3:00 to 5:30; Spring, 2008

Note: All assignments, except for the reflection on collaboration and the quizzes can be done with a partner

Quizzes

Points: 5; 1 point per quiz

Topics: nature of language disorders, assessment, instructional discourse, narrative comprehension and production, expository comprehension and production

Due dates: TBA

Analyze turn taking and plan an instructional exchange
Conduct a discourse analysis; plan an instructional discourse exchange
Make decisions in regard to questions to ask, comments to make, and content to highlight

Points: 10

Due date: May 20

Conduct a narrative analysis and plan to support narrative skills
Analyze a child’s narrative skills, write objectives based on present levels of performance, and plan a lesson to support narrative comprehension and production

Points: 15

Due date: May 27

Analyze an expository text and plan to support comprehension
Analyze the demands of an expository text and make decisions about how to manipulate those demands and support comprehension and content knowledge

Points: 15 points

Due date: June 3

Plan to teach language rules
Create a session/lesson plan designed to teach vocabulary and a literacy rule
Plan an integrated curricular unit
Select an appropriate narrative text that relates to the targeted theme
Write objectives for a student with a language impairment (language learning disability)
Analyze the demands of a targeted expository text
Adapt targeted texts to fit language levels of targeted students
Select activities to support language comprehension and production
Determine strategies for supporting content learning and text comprehension

Points: 10
Due date: June 12

Points: 40 points
Due: 6/18

Reflect on the collaborative process
Write a one-page reflection paper on how you used problem solving and communication strategies to collaborate with your partner. What processes or strategies did you try out? Which ones worked? Illustrate your paper with examples.

Points: 5
Due date: June 18